

How College Works: Higher Education and American Society First Seminar Program: FSP 121 - 07

Fall 2013
Monday and Thursday 2:00-3:50
224 Business Building
The College of New Jersey

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Office Hours: Monday and Thursday
4:00 to 5:30

You are just starting your college career at TCNJ—four (hopefully!) fun years of learning filled with courses, co-curricular programs, and extra-curricular activities. However, TCNJ is only one of approximately 4,600 degree-granting colleges and universities in America that compose this large and complex social institution. Some schools are public, others private, and some of the private schools are for-profit. There are about 21 million students attending these colleges and universities to earn certificates, two-year degrees, four-year degrees, or graduate degrees. Some attend part-time and some attend full-time; some will finish their degree at the same college at which they began, while others will transfer to another school or drop out before finishing.

Our first seminar will provide an opportunity for you to examine higher education in the United States. We will concentrate on the roles that colleges and universities play both in the lives of the students that they educate and in American society. Higher education is the subject of intense discussion in individual families like yours and the subject of great public debate among those who work in business, government, foundations, and other nonprofit organizations.

The discussion in your family over the last year or so was likely a personal one: Where were you going to go to college? What did you intend to study? Who was going to pay for your education? The public debate is about whether American colleges and universities are effective at providing an education to everyone who needs one—at a cost that they can afford—so that they can learn what they need to know to contribute to the communities in which they live and work. This debate is a long-standing one, but it has assumed a new urgency as the importance of education for individual success increases and the resources for higher education become more scarce.

The key issues in this debate include:

- The *purposes* of higher education: learning and other private benefits for students and public benefits for society.
- The *costs* of attending institutions of higher education.
- *Access* to higher education: starting, persisting, and completing a certificate or degree.
- The *accountability* of colleges and universities to their students and to society.

Learning Goals and Outcomes

We have two types of learning goals and outcomes in this course. The first type comprises specific learning outcomes in the substantive area of higher education. The second type is composed of learning goals for the FSP from TCNJ's liberal learning program. So, we will study higher education for its own substance and because it provides "raw material" to help you acquire academic, analytic, and communication skills that you will use for the rest of your academic career and your life.

Learning goals and outcomes in the substantive area of higher education

Goal: Students will analyze the four big issues in contemporary higher education: purposes, cost, access, and accountability.

Students will be able to:

1. Evaluate alternative points of view about the purposes of higher education.
2. Distinguish between teaching-centered and learning-centered approaches in higher education.
3. Describe the evolving relationship between institutions of higher education and American society.
4. Explain the effects of social, cultural, and financial factors on access to higher education.
5. Demonstrate the importance of accountability on the part of institutions of higher education.

Goal: Students will develop a point of view on higher education's future in furthering the public good in America.

Students will be able to:

1. Evaluate contemporary criticisms of higher education.
2. Assess the roles of higher education in promoting the public good.
3. Appraise emerging trends in higher education.

Learning goals for the FSP from the TCNJ liberal learning program

1. To foster intellectual curiosity in the students;
2. To introduce students to college-level assignments and college-level expectations in terms of writing, reading, research, and oral presentations;
3. To improve the students' ability to think critically about their world, their culture, and their own beliefs;
4. To foster a student culture of intellectual engagement outside the classroom,
5. To encourage students to take greater responsibility for their own learning;
6. To introduce students to the concept of a well-rounded education based on a breadth of knowledge that goes beyond their immediate professional or academic field; and
7. To accomplish the appropriate Liberal Learning domain goals and any appropriate interdisciplinary concentration goals for the course.

Activities and Assessment

In order to analyze the effects of higher education on students and the wider American society, you will read material about higher education concepts and issues and then hone your analytic skills through oral and written analyses.

Assessment will contribute to your achievement of these analytic goals. You will be assessed on your mastery of the goals by evaluating your performance in class discussion and papers. These assessment tools will give you the opportunity to illustrate your progress against rubrics that demonstrate analytic proficiency.

It is important to remember that an understanding of the core concepts and the ability to use them to analyze real-world issues is necessary to earn a C grade for this course. This means that a C really does indicate average performance, that good work with “nothing wrong” will earn a grade of B, and that outstanding work is necessary to earn an A grade.

Readings

The readings for this course include four books and a significant number of journal articles and reports from a wide variety of sources about higher education in the United States. The readings provide material to help you to understand the underlying nature of higher education and develop the skills that you will use to analyze the relationship between higher education and American society.

Our emphasis will be on understanding the key concepts and analyzing the issues, so you should not try to memorize the countless facts contained in the readings. You are responsible for understanding the key concepts and issues contained in the readings even if we have not discussed all of them in class. So, please feel free to ask questions about the readings—in class, during discussions with your classmates outside of class, or privately with me. You should also consult the suggested readings that are cited in the course schedule as well as any additional readings and materials that you find to help you to understand higher education.

There is a lot of reading in this course. In order to participate fully in classroom activities, you must read the material before class. Please read for understanding, not for details.

Some questions to think about when reading:

1. What is the point of the reading?
 - A. What is the main point?
 - B. What are the secondary points (if any)?
2. Is the argument sensible?
 - A. Is the argument a logical one?
 - B. Are the points consistent with each other?
3. What evidence supports the point (or points)?
 - A. Is there evidence?
 - B. Is the evidence credible?
 - C. Does the evidence support the point(s)?
4. Is the point (or points) important?
 - A. Does it offer insight that you haven't had before?
 - B. Does it offer insight that has not yet appeared anywhere else—in articles or public discussions?
 - C. Is there useful guidance for people who work in the area to improve higher education in America?
5. Do you agree with the point(s) made?

I strongly encourage you to discuss the readings with your classmates outside of class. Remember, you are living with your classmates from this seminar; that's why we call first year housing "learning communities."

To be successful in any career, you must know about important trends, organizations, and people in your community, state, nation, and the world. You can only gain this knowledge by following developments on an ongoing basis. Not only will this help you in this course, but it will help you to perform well in other classes, in job interviews, and in every other setting.

We will all be reading four clearly written, reasonably sized, and moderately priced books for the course. Please note that The TCNJ Bookstore will have the books, but you might want to consider ordering online at Amazon.com. I don't get a commission from Amazon, I'm including the Amazon information because it's an opportunity for you to save \$26.11 if you buy books and \$45.14 if you buy Kindle e-books for the three readings for which they are available. I haven't compared Amazon prices with rental options (if they are available) from the TCNJ Bookstore or any other source. That's because I would like to encourage you to keep these books for the insights that they will continue to offer during your time in college. Remember that you can read and highlight Kindle e-books on your computer; you don't need to own a Kindle reader.

1. Jeffrey J. Selingo, *College Unbound: The Future of Higher Education and What It Means for Students*, New Harvest, 2013, ISBN: 978-0544027077, \$26.00 list price, \$15.60 at Amazon for hardcover, \$5.99 for Kindle edition.
<http://www.amazon.com/dp/0544027078>
2. Andrew Delbanco, *College: What It Was, Is, and Should Be*, Princeton University Press, 2012. ISBN: 978-0691130736. \$17.95 list price, \$14.27 at Amazon for paperback, \$9.15 for Kindle edition.
<http://www.amazon.com/dp/0691158290>
3. William Zumeta, David W. Breneman, Patrick M. Callan, and Joni E. Finney, *Financing American Higher Education in the Era of Globalization*, Harvard Education Press, 2012. ISBN: 978-1612501253. \$29.95 list price, \$28.45 at Amazon for paperback. Be careful not to order the hardcover edition, which is quite a bit more expensive.
<http://www.amazon.com/dp/1612501257>
4. Clayton M. Christensen and Henry J. Eyring, *The Innovative University: Changing the DNA of Higher Education from the Inside Out*, Jossey-Bass, 2011. ISBN: 978-1118063484. \$32.95 list price, \$22.42 at Amazon for hardcover, \$18.12 for Kindle edition.
<http://www.amazon.com/dp/1118063481>

I expect you to be aware of current events—of all kinds, not just higher education. Every day you must also read—in print or online—a national newspaper, such as [The New York Times](#) or [The Washington Post](#); and a New Jersey newspaper, such as the [Newark Star-Ledger](#) or [The Times of Trenton](#). These newspapers are available online at no cost, but they do require registration. The *New York Times* and *The Washington Post* will limit the number of articles that you can read for free in any month. These papers are also available in print and electronically at the TCNJ library.

You should also regularly browse resources that focus on higher education, such as the [Chronicle of Higher Education](#) and [Inside Higher Education](#). Some articles from the *Chronicle* are available for free at its website; it is also available in print and electronically through the TCNJ Library. The *Chronicle's* newsletters are free; sign up for the *Chronicle's* *Academe Today* and *Chronicle Review* at <http://chronicle.com/section/Newsletters/85>. *Inside Higher Education* is an online daily and has a free website. You should sign up for its [daily e-mail newsletter](#).

Finally, you should sign up for free e-mail newsletters from [University Business](#), [Academic Impressions](#) and [University World News](#). *University Business* is a daily newsletter (and offers a monthly magazine), *Academic Impressions* appears daily, and *University World News* appear weekly.

Participation

I assume that you are reading newspapers and regularly browsing other media that discuss current issues in American higher education. In addition, you should be aware of your own experiences here at TCNJ and how the world around you views higher education. You will have conversations about personal college experiences with fellow students, the faculty and staff, your high school friends, your family. You will watch movies and TV that portray higher education. The people with whom you interact and the media that you consume will provide you with irreplaceable opportunities to sharpen your understanding of the higher education issues by analyzing the material that you know best—your day-to-day social world.

Each class will begin with a discussion of real-world examples of higher education issues that will provide material for class analysis. I will ask for volunteers to provide an example of an issue that has appeared recently in the news, that you have experienced directly, or that you have read about in the course reading.

You should be prepared to summarize the example that you provide to the class. At the beginning of the semester, I will help those who volunteer an example to identify and analyze relevant concepts and issues. As the semester proceeds and you develop the skills necessary to perform the analytic tasks, the analytic responsibility will shift from me to the student who introduces the situation. The goal of such in-class discussions is to provide models for the more sophisticated analyses that you show in your written work.

Aside from providing examples, there are other ways that you should participate: (1) contribute to in-class discussions—information, analysis of issues, and synthesis of others' information and analyses, (2) present insights about the higher education that you have gleaned from your outside reading to the class, and (3) send examples, insights, and pointers to interesting material to the online discussion group that is part of this course's SOCS website.

In addition, I will check to see that you are ready to participate through occasional unannounced quizzes. I will grade the unannounced quizzes on a pass/fail basis, using the first two writing criteria listed below. When you pass the quizzes, they will have no impact on your participation grade. Each of the quizzes that you fail, after one "free fail," will lower your participation grade by two levels (e.g. A to B+, B to C+). So, please prepare for class.

Assessment

Here are the criteria that I will use to evaluate your participation in the seminar:

1. Understanding of core concepts in higher education.
2. Skill in applying core concepts to the analysis of relevant higher education issues.
3. Quality of the analysis of higher education issues.
4. Ability to initiate and sustain class discussion.
5. Capacity to help classmates develop during class discussion.

You must participate actively in classroom discussions, which means that you must complete the assigned readings before class. You should also be prepared for the unannounced quizzes that will check to see if you are completing the reading and thinking deeply about the concepts and how to apply them to higher education issues.

| Grade | Performance Characteristics for Participation |
|----------------------------|--|
| <p>A Excellent</p> | <ul style="list-style-type: none"> • Demonstrate commanding grasp of core concepts and their linkages. • Consistently identify and analyze relevant higher education issues. • Apply core concepts to unfamiliar situations to produce an insightful and rigorous analysis. • Initiate and shape class and online discussion by presenting key insights and contributing in a way that facilitates productive discussion. • Offer constructive, sensitive comments about classmates' contributions to sustain ongoing discussion. |
| <p>B Good</p> | <ul style="list-style-type: none"> • Show thorough grasp of core concepts and their linkages. • Frequently identify and analyze relevant higher education issues. • Apply core concepts to unfamiliar situations to produce a well-reasoned, logical analysis. • Consistently contribute important insights to class and online discussions. • Provide insightful responses to classmates' contributions during discussion. |
| <p>C Average</p> | <ul style="list-style-type: none"> • Aware of relevant core concepts and their linkages. • Provide examples of relevant higher education issues. • Apply core concepts to unfamiliar situations with guidance to produce an acceptable analysis. • Contribute to class discussions, usually in response to questions. • Respond to classmates' contributions during discussion. |
| <p>D Below average</p> | <ul style="list-style-type: none"> • Recognize core concepts when presented. • Respond correctly to direct questions about higher education issues. • Apply core concepts to familiar situations to produce a superficial, yet accurate analysis. • Contributes to class discussions in response to questions. • Occasionally respond to classmates' contributions. |

Written work

This course, as I have noted repeatedly, emphasizes the analysis of how higher education furthers student success and the broader public good. You will sharpen your analytic skills by writing about higher education issues. You are responsible for writing three papers for this course as well as numerous smaller writing exercises that will help you to complete the three papers.

The ability to make a coherent, persuasive argument in a clear and concise written form is a necessary skill, so I will consider the way you present your argument as well as content. I expect logical organization and clear, concise use of the English language. In your work after college, no one will take the time to translate badly written memos, proposals, or reports into understandable language, regardless of the power and insight of your hidden ideas. As beginning college students, I expect that you will produce clear, concise writing that is free of language and grammar errors. You can get assistance with your writing on campus at the TCNJ Tutoring Center in Suite 101 in Roscoe West Hall and online at (<http://owl.department.tcnj.edu/>).

Good writing takes lots of revision—write, edit and rewrite, then edit and rewrite again, then edit and rewrite again ...

If you submit a piece of written work that contains inadequate spelling, punctuation, and grammar, I will not read it. Instead, I will return it to you for an additional revision and lower your grade for that paper by one full letter grade.

Very few of us can write effective prose on the first attempt, so you must write, then edit and rewrite, then edit and rewrite again, then edit and rewrite again ... For this course—and in addition to the editing and

rewriting you complete as part of your “internal” process—you will have the benefit of two “external” reviews. So, you will produce three drafts of each paper. The first external draft will be reviewed by peer reviewers—several of your classmates. I will review your second and third drafts. Your grade for each paper will be based on a combination of the quality of each draft and the improvement between successive drafts.

Good writing requires many drafts, but we will limit ourselves so that you have time for your other courses. The books, papers, and articles that you are reading for this course—and this is typical of academic and professional writing as well as Harry Potter novels and other fiction—are revised dozens of times.

The papers

The papers will provide you with the opportunity to analyze higher education issues using relevant concepts from our course readings and discussions. Feel free to use your own style, but remember that a good paper begins with a clear statement of your main point(s) and uses good language, grammar, and punctuation to present a rigorous, coherent, and persuasive analysis. There are detailed discussions of the writing assignments at the end of the syllabus.

Paper #1

You will analyze the argument advanced by Andrew Abbott in his *Aims of Education Address* and then present a clear statement of your goals for your college education. Your substantive goal for this paper is to demonstrate that you have thought about the purposes of higher education for students and our broader society. You can agree with Abbott’s argument or be critical of it, and I will not judge you for your college goals.

Paper #2

In this paper you will compare and contrast another college or university with TCNJ as a way to understand how different institutions of higher education approach the four key higher education issues. We will discuss the choice of institutions, data sources, and research approaches in class.

Paper #3: Course Final Evaluation

This paper will give you the opportunity to consider the future of higher education in the United States in the context of the four key higher education policy issues that we discuss in this course. The vehicle that you will use to address higher education’s future is an analysis and critique of the recommendations made by Christensen and Eyring in *The Innovative University: Changing the DNA of Higher Education from the Inside Out*. Your paper will reflect insights from our course readings and classroom discussions with particular attention to the views of the future of higher education expressed in Jeffrey Selingo’s *College Unbound: The Future of Higher Education and What It Means for Students*, and Andrew Delbanco’s *College: What It Was, Is, and Should Be*.

Assessment

Your grade for each paper will be based on a combination of the quality of each draft and the improvement between successive drafts. These are the criteria I will use to determine grades for your written work:

1. Ability to identify powerful, relevant concepts.
2. Skill in applying those concepts to the analysis of higher education issues.
3. Coherence, persuasiveness, organization, and structure of your analysis.
4. The language and grammar of your argument.

| Grade | Performance Characteristics for Written Work |
|----------------------------|--|
| <p>A Excellent</p> | <ul style="list-style-type: none"> • Identify all of the relevant core concepts, select the most powerful concepts for the particular higher education issue, and provide a comprehensive analysis of the linkages among the relevant concepts. • Apply core concepts to produce an discerning and rigorous analysis that offers compelling insight into the higher education issue. • Coherent, well-argued, very persuasive analysis. • Precise language with no grammatical or spelling errors. |
| <p>B Good</p> | <ul style="list-style-type: none"> • Identify all of the relevant core concepts, select the most powerful concepts for the particular issue, and describe their linkages in the context of the particular higher education issue. • Apply core concepts to produce a well-reasoned, logical analysis that provides insight into the issue. • Logical, well-argued, compelling analysis. • Good choice of language with very few grammatical or spelling errors. |
| <p>C Average</p> | <ul style="list-style-type: none"> • Identify relevant core concepts, select appropriate concepts, and describe the obvious linkages among them. • Apply core concepts to produce an suitable analysis. • Analysis supports the argument of the written work with occasional awkward writing. • Rare grammatical or spelling errors. |
| <p>D Below average</p> | <ul style="list-style-type: none"> • Choose obvious concepts that are relevant for the issue; but do not provide a complete analysis. • Apply core concepts to produce a superficial, yet accurate, analysis. • Point of the analysis is not evident, logic is difficult to follow; awkward sentence structure. • Some inappropriate words and errors in grammar and spelling. |

Grading

I will evaluate all work on an A to F scale, then convert all evaluations to the College's grading scale:

| Written work, participation | College grading scale |
|--------------------------------|--------------------------|
| A | 4.0 |
| A- | 3.67 |
| B+ | 3.33 |
| B | 3.0 |
| B- | 2.67 |
| C+ | 2.33 |
| C | 2.0 |
| C- | 1.67 |
| D+ | 1.33 |
| D | 1.0 |
| F | 0 |

I will use the weights from the criteria listed below on the left to compute your course average and then assign final grades based on the scale listed below on the right:

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|--------------------------------------|-----|
| Class participation | 30% |
| Paper #1 | 20% |
| Paper #2 | 20% |
| Paper #3: Course Final Evaluation | 30% |

| Final grade ranges | Final grade |
|-----------------------|-------------|
| 3.8 - 4 | A |
| 3.6 - < 3.8 | A- |
| 3.25 - < 3.6 | B+ |
| 2.9 - < 3.25 | B |
| 2.6 - < 2.9 | B- |
| 2.25 - < 2.6 | C+ |
| 1.9 - < 2.25 | C |
| 1.6 - < 1.9 | C- |
| 1.25 - < 1.6 | D+ |
| .9 - < 1.25 | D |
| < .9 | F |

**Here are some formal notices for this course.
Please read them carefully.**

1. I welcome the opportunity to work with students who have documented disabilities and are in need of academic accommodations. If you have not already done so, please notify the Office of Differing Abilities Services (609-771-2571). The Office will work with us to determine reasonable individualized accommodations that are in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992. You can find TCNJ's Americans with Disabilities Act policy at <http://policies.tcnj.edu/policies/viewPolicy.php?docId=8082>.
2. Students who violate The College's Academic Integrity Policy (see the policy at <http://www.tcnj.edu/~academic/policy/integrity.html>) will be referred to the Academic Integrity Officer—no exceptions will be made.
3. As I note above, participation is a vital learning tool in this course. Of course, you must attend class to participate. In addition to the extensive discussion of participation above, you will find TCNJ's attendance policy at <http://policies.tcnj.edu/policies/digest.php?docId=8162>. If you miss class, you are still responsible for understanding both the reading for the class and the ideas discussed in class.
4. Please keep a copy of your papers for yourself. You must be prepared to provide another copy if your peer reviewer or I ask for one.
5. Students who deface TCNJ library property by removing material from books, journal, or magazines to complete work for this course will earn a failing grade for this course. The library provides ample facilities for photocopying; removing material for your personal use is both unethical and selfish.
6. Do not use personal computers or any other electronic devices during class for anything that is not directly related to the work we are doing at that time. No writing papers for other classes, playing games, updating Facebook, writing reviews of my outstanding teaching performance on online rating services, e-mailing, web-surfing, registering for classes for next semester . . .
7. Turn off your cell phones during class. While everything that we do in this class will be so fascinating that you will want to tell your friends and family about it immediately, please do not text during class.

Academic Calendar Fall Semester 2013

| Date | Event/Activity |
|--|--|
| August 27, Tuesday | First day of class |
| September 2, Monday September 3, Tuesday | Labor Day, no classes Follow Monday class schedule |
| September 4, Wednesday | Last day of Add/Drop week |
| September 10, Tuesday | Last day to request ungraded option |
| October 4, Friday | Last day for Change of Major requests for Spring |
| October 28 and 29, Monday and Tuesday | Fall break |
| November 5, Tuesday to November 15, Friday | Registration windows—talk with your advisor(s) beforehand! |
| November 27, Wednesday to November 29, Friday | Thanksgiving break |
| December 6, Friday | Last day of class (undergraduate) |
| December 7, Saturday to December 10, Tuesday at 5:00 pm | Reading days, exams begin at 4:30 |
| December 10, Tuesday 5:00 pm to December 13, Friday | Exams |
| December 14 and 15, Saturday and Sunday | Reading days |
| December 16 and 17, Monday and Tuesday | Exams |

Course Schedule


An Introduction to the Course

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| August 29, Thursday | <ul style="list-style-type: none"> Meeting each other, learning goals and outcomes, course structure |
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Please note that I have asked you to read Abbott’s short essay and write a brief summary of it for our next class. This is our first reading and our first writing assignment. The brief summary is meant to be uncomplicated—just a simple summary that will motivate you to think about what you are reading. The summary is the first step in completing your first paper for the course. You will find more information about the paper at the end of the syllabus; the important thing to remember is that the assignment for our next class is a summary, not a critical analysis.

Why Did You Go to College?

We will begin our semester’s work with a discussion of the personal: Why did you go to college? What do you hope to gain from attending college? So, we will begin with a personal perspective on the purpose of higher education, the first of the four big issues. That will provide us with a natural bridge to our overview of the public debates about the issues.

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|  September 3, Tuesday (At TCNJ, it’s a Monday) | <p>What is college good for?</p> <ul style="list-style-type: none"> The Aims of Education Address, Andrew Abbott, September 26, 2002, printed in the <i>University of Chicago Record</i>, 37(2), November 21, 2002, 4-8. Begin reading Jeffrey J. Selingo, <i>College Unbound: The Future of Higher Education and What It Means for Students</i>, New Harvest, 2013. You should finish the book by Thursday, September 19. <p>Please bring four copies of your summary of Abbott to class; three for peer review and one for Prensky.</p> |
| September 5, Thursday | <p>Some historical perspective on the purpose of higher education</p> <ul style="list-style-type: none"> W. Norton Grubb and Marvin Lazerson, Vocationalism in Higher Education: The Triumph of the Education Gospel, <i>Journal of Higher Education</i>, 76(1), January/February 2005, 1-25. Continue reading Selingo, <i>College Unbound</i>. <p>Please bring four copies of your summary of Grubb and Lazerson to class; three for peer review and one for Prensky.</p> |

An Overview of Higher Education

We are going to begin the course with a “bird’s eye view”: an overview of the four big higher education issues—purposes, cost, access, and accountability—and some basic facts, figures, concepts, and history. After this overview, we will return to each of the four big issues to analyze them in greater depth.

Big issue #1: Purposes of higher education

What is the purpose of higher education—or, more accurately, what are the purposes of higher education? Why do students come to college? There are many alternative views of the purposes—private and public, social, psychological and economic.

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| September 9, Monday | <p>Who benefits when students go to college?</p> <ul style="list-style-type: none"> • Zachary J. Mulholland, <i>The Value of Education: A Comprehensive Look at the Benefits Associated with Higher Education</i>, Indiana University Public Policy Institute, June 2011. • Continue reading Selingo, <i>College Unbound</i>. |
| | Please bring four copies of your summary of Mulholland to class; three for peer review and one for Prensky. |

Big issue #2: Cost

When we talk about the costs of higher education, we must address both where institutions get their revenue and how they spend that money. Revenue comes from such sources as tuition and other fees; federal, state, and local government sources; donations, endowment revenue, and other auxiliary enterprises. Colleges and universities spend their money on many things: salaries for faculty and staff, financial aid, buildings, maintenance, books and subscriptions for the library, utilities, information technology, ... and the list goes on. Remember also that the costs of higher education have a significant effect on access—who can afford to attend an institutions of higher education.

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| September 12, Thursday | <p>The basics of higher education finance</p> <ul style="list-style-type: none"> • Jane Wellman, <i>Higher Education Finance 101: Basic Concepts About College Finance—Language, Patterns, Performance Measures, and Benchmarks for Boards</i>, Association of Governing Boards, December 2008. (Excerpted from <i>Strengthening Board Capacity for Strategic Financial Oversight</i>, by Jane V. Wellman as part of The Cost Project, an AGB initiative on college costs. • Sandy Baum, <i>Paying for College: Distinguishing Between Cost and Price</i>, Jobs for the Future, December 2009. • Continue reading Selingo, <i>College Unbound</i>. |
| | Please bring two copies of your first “external” draft of paper #1 to class for peer review. |

An Overview of Higher Education (continued)

Big issue #3: Access

Access to higher education is increasingly vital for both each individual's personal and professional success and to meet to society's needs for productive, engaged citizens. But do the costs of higher education, or a poor P-12 education, or ignorance of appropriate options make higher education inaccessible to some who would benefit from it? And even if there were equal access, is their equal opportunity to finish a program and earn a certificate or degree?

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| September 16, Monday | <p>Does everyone have equal access to higher education that they need?</p> <ul style="list-style-type: none"> • John B. Noftinger Jr., Kenneth F. Newbold Jr., Historical Underpinnings of Access to American Higher Education, <i>New Directions For Higher Education</i>, 138, Summer 2007, 3-18. • Continue reading Selingo, <i>College Unbound</i>. <p>Please bring your second draft of paper #1 to class for Prensky.</p> |
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Big issue #4: Accountability

Higher education is a big part of American society; its graduates are necessary to keep business, government, and the nonprofit sector humming along successfully. Enormous private and public resources are devoted to higher education: students and their families scrimp and save to pay for it; government at all levels spends significant amounts of money; and businesses, nonprofits, and foundations contribute large sums to institutions of higher education. In return, all of these individuals and organizations expect that institutions of higher education will operate effectively and efficiently—that they will be accountable.

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| September 19, Thursday | <p>What does society expect?</p> <ul style="list-style-type: none"> • William M. Zumeta, What Does It Mean to Be Accountable? Dimensions and Implications of Higher Education's Public Accountability, <i>The Review of Higher Education</i>, 35(1), Fall 2011, 131-148. • Have you finished reading Selingo, <i>College Unbound</i>? |
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An Overview of Higher Education (continued)

Some Basic Facts, Figures, Concepts, and History

Now we'll take a quick look at the basics of higher education as well as one observer's views of higher education's future.

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| <p>September 23, Monday</p> | <p>The higher education sector: its environment, structure, and processes</p> <ul style="list-style-type: none"> • American Council on Education, <i>A Brief Guide to U.S. Higher Education: 2007 Edition</i>, April 2007. • Browse the website of the New Jersey Commission on Higher Education to see the organization of New Jersey higher education http://www.state.nj.us/highereducation/index.html. • Browse the TCNJ website to see examples of our structure and processes. • Browse the TCNJ Fact Book at http://ir.intrasun.tcnj.edu/factbook/index.html. <p>Bring a list of potential comparison institutions to class for Prensky.</p> |
| <p>September 26, Thursday</p> | <p>A little bit of higher education's history</p> <ul style="list-style-type: none"> • Andrew Delbanco, <i>College: What It Was, Is, and Should Be</i>, Princeton University Press, 2012. <ul style="list-style-type: none"> ○ Please come to class prepared to discuss the Preface, Introduction, and Chapters 1, 2, 3 and 4. • Sanford Shugart, "The Challenge to Deep Change: A Brief Cultural History of Higher Education," <i>Planning for Higher Education</i>, 41(2), January-March 2013. <p>Please bring the third draft of paper #1 to class to Prensky.</p> |
| <p>September 30, Monday</p> | <p>And Delbanco's view of what higher education should be</p> <ul style="list-style-type: none"> • Delbanco, <i>College: What It Was, Is, and Should Be</i> <ul style="list-style-type: none"> ○ Please come to class prepared to discuss Chapters 5 and 6. <p>Please bring you choice for a comparison institution to class for Prensky.</p> |

The Purposes of Higher Education

Building on our earlier discussion of the purposes of higher education and the insights that you gained by writing your first paper, we will examine alternative views of the purposes in more depth. We will also look at what should be an obvious purpose—student learning—in greater depth.

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| <p>October 3, Thursday</p> | <p>Who benefits when students go to college?</p> <ul style="list-style-type: none"> • Michael Hout, Social and Economic Returns to College Education in the United States, <i>Annual Review of Sociology</i>, 38, 2012, 379-400. • “What are the returns on higher education for individuals and countries?,” <i>Education Indicators in Focus</i>, OECD, June 2012. • Please browse: Sandy Baum, Jennifer Ma, and Kathleen Payea, <i>Education Pays 2010: The Benefits of Higher Education for Individuals and Society</i>, College Board, 2010. |
| <p>October 7, Monday</p> | <p>Liberal education: one picture of higher education’s purpose</p> <ul style="list-style-type: none"> • Association of American Colleges and Universities, National Leadership Council for Liberal Education & America’s Promise, <i>The LEAP Vision for Learning: Outcomes, Practices, Impact, and Employers’ Views</i>, March 2011. • Hart Research Associates, “It Takes More Than a Major: Employer Priorities for College Learning and Student Success,” <i>Liberal Education</i>, 99(2), Spring 2013. • Association of American Colleges and Universities, <i>It Takes More Than a Major: Employer Priorities for College Learning and Student Success</i>, April 10, 2013. |
| <p>October 10, Thursday</p> | <p>Is teaching the purpose of higher education? Or is learning?</p> <ul style="list-style-type: none"> • Robert B. Barr and John Tagg, From Teaching to Learning: A New Paradigm for Undergraduate Education, <i>Change</i>, November/December 1995, 13-25. • John Tagg, Why Learn? What We May Really Be Teaching Students, <i>About Campus</i>, 9(1), March-April 2004, 2-10. • John Tagg, Alignment for Learning: Reorganizing Classrooms and Campuses, <i>About Campus</i>, 9(2). May-June 2004, 8-18. |

Higher Education Costs

When we talk about the costs of higher education, we must address both how institutions spend their money and from where that money comes (these are the two components of the business model). Colleges and universities spend their money on many things: salaries for faculty and staff, financial aid, buildings, maintenance, books and subscriptions for the library, utilities, information technology, ... and the list goes on. Revenue comes from such sources as tuition and other fees; federal, state, and local government sources; donations, endowment revenue, and other auxiliary enterprises.

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| <p>October 14, Monday</p> | <p>A review of the basics of cost</p> <ul style="list-style-type: none"> • Robert B. Archibald and David H. Feldman, <i>The Anatomy of College Tuition</i>, American Council on Education, April 2012. • American Council on Education, <i>Putting College Costs Into Context</i>, April 2012. • You should begin reading Zumeta et al.'s <i>Financing American Higher Education</i> in preparation of our discussion of finance policy issues next week. |
| <p>October 17, Thursday</p> | <p>So, is college affordable?</p> <ul style="list-style-type: none"> • Sandy Baum and Saul Schwartz, <i>Is College Affordable? In Search of a Meaningful Definition</i>, Institute for Higher Education Policy, July 2012. • Sandy Baum, <i>Tuition and Financial Aid: Nine Points for Boards to Consider in Keeping College Affordable</i>, Association of Governing Boards, April 2011. • Please browse: Kathleen Payea, Sandy Baum, and Charles Kurose, <i>How Students and Parents Pay for College</i>, College Board Advocacy & Policy Center, March 2013. • Please browse: College Board Advocacy & Policy Center, <i>Trends in College Pricing 2013</i>. <p>Please bring copies of your written summary of the comparison institution's basic characteristics to distribute to your classmates</p> |
| <p>October 21, Monday</p> | <p>Funding, cost, and public policy: where we are now</p> <ul style="list-style-type: none"> • William Zumeta, David W. Breneman, Patrick M. Callan, and Joni E. Finney, <i>Financing American Higher Education in the Era of Globalization</i>, Harvard Education Press, 2012. <ul style="list-style-type: none"> ○ Please come to class prepared to discuss the Foreword and Chapters 1, 2, and 3. |
| <p>October 24, Thursday</p> | <p>Funding, cost, and public policy; prospects for the future</p> <ul style="list-style-type: none"> • William Zumeta, David W. Breneman, Patrick M. Callan, and Joni E. Finney, <i>Financing American Higher Education in the Era of Globalization</i>, Harvard Education Press, 2012. <ul style="list-style-type: none"> ○ Please come to class prepared to discuss Chapters 4, 5, 6, and 7. |
| <p>October 28, Monday</p> | <p>Fall break</p> |

Access to Higher Education

Access to higher education is increasingly vital for both each individual’s personal and professional success and to meet to society’s needs for productive, engaged citizens. But do the costs of higher education, or a poor P-12 education, or ignorance of appropriate options make higher education inaccessible to some who would benefit from it? And even if there were equal access, is their equal opportunity to finish a program and earn a certificate or degree?

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| October 31, Thursday | <p>Who goes to college—and who graduates?</p> <ul style="list-style-type: none"> • Susan Dynarski, Testimony, Committee on Finance, United States Senate, July 25, 2012. • Martha J. Bailey and Susan M. Dynarski, Gains and Gaps: Changing Inequality in U.S. College Entry and Completion, published as “Inequality in Postsecondary Education,” in Greg J. Duncan and Richard J. Murnane (eds.), <i>Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children</i>, Russell Sage, 2011. |
| November 4, Monday | <p>Access and diversity</p> <ul style="list-style-type: none"> • Arthur L. Coleman, Scott R. Palmer, Jennifer Rippner, and Richard W. Riley, <i>A 21st-Century Imperative: Promoting Access and Diversity in Higher Education</i>, College Board Advocacy, American Council on Education, and EducationCounsel, October 2009. • College Board Advocacy and EducationCounsel, <i>Access & Diversity Toolkit: A Resource for Higher Education Professionals</i>, November 2009. <p>Please bring three copies of your first “external” draft of paper #2 to class for peer review.</p> |
| November 7, Thursday | <p>Financial aid to increase access—or to rise in college rankings?</p> <ul style="list-style-type: none"> • Mamie Lynch, Jennifer Engle, and José L. Cruz, <i>Priced Out: How the Wrong Financial-Aid Policies Hurt Low-Income Students</i>, Education Trust, June 2011. • Mamie Lynch, Jennifer Engle, and José L. Cruz, <i>Lifting the Fog on Inequitable Financial-Aid Policies: A Companion Brief to Priced Out: How the Wrong Financial-Aid Policies Hurt Low-Income Students</i>, Education Trust, November 2011. • HCM Strategists, <i>The American Dream 2.0: How Financial aid Can Help Improve College Access, Affordability, and Completion</i>, January 2013. • Please browse: College Board Advocacy & Policy Center, <i>Trends in Student Aid 2013</i>. <p>Please bring the second draft of paper #2 to class for Prensky.</p> |

Accountability

Higher education is a big part of American society; its graduates are necessary to keep business, government, and the nonprofit sector humming along successfully. Enormous private and public resources are devoted to higher education: students and their families scrimp and save to pay for it; government at all levels spends significant amounts of money; and businesses, nonprofits, and foundations contribute large sums to institutions of higher education. In return, all of these individuals and organizations expect that institutions of higher education will operate effectively and efficiently—that they will be accountable.

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| November 11, Monday | <p>Some basic concepts</p> <ul style="list-style-type: none"> • David E. Leveille, <i>An Emerging View On Accountability In American Higher Education</i>, Center for Studies in Higher Education, Research & Occasional Paper Series: CSHE.8.05, May 2005. • J. Fredericks Volkwein, The Assessment Context: Accreditation, Accountability, and Performance, <i>New Directions for Institutional Research</i>, Assessment Supplement 2009, Spring 2010, 3-12. • J. Fredericks Volkwein, A Model for Assessing Institutional Effectiveness, <i>New Directions for Institutional Research</i>, Assessment Supplement 2009, Spring 2010, 13-28. |
| November 14, Thursday | <p>Students, learning, and accountability</p> <ul style="list-style-type: none"> • Jane V. Wellman, <i>Connecting the Dots Between Learning and Resources</i>, National Institute for Learning Outcomes Assessment, January 2010. • Julie Margetta Morgan and Tsuki Hoshijima, <i>Including More Student Voices in Higher Education Policymaking: Rising Tuitions and Student Debts Mean Rising Stakes for College Students</i>, Center for American Progress, November 2011. • Lumina Foundation and Gallup, <i>America's Call For Higher Education Redesign: The 2012 Lumina Foundation Study of The American Public's Opinion on Higher Education</i>, February 5, 2013. • Please browse: Paul Taylor et al., <i>Is College Worth It: College Presidents, Public Assess Value, Quality and Mission of Higher Education</i>, Pew Research Center Social & Demographic Trends, May 16, 2011. |

What Does the Future Hold for Higher Education?

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| November 18, Monday | <p>A view of disruptive innovation as the future of higher education</p> <ul style="list-style-type: none"> • Clayton M. Christensen, Michael B. Horn, Louis Caldera, and Louis Soares, <i>Disrupting College: How Disruptive Innovation Can Deliver Quality and Affordability to Postsecondary Education</i>, Center for American Progress and Innosight Institute, February 2011. • Clayton M. Christensen and Henry J. Eyring, <i>The Innovative University: Changing the DNA of Higher Education from the Inside Out</i>, Jossey-Bass, 2011. <ul style="list-style-type: none"> ○ Please come to class prepared to discuss the Introduction and Chapter 1. <p>Please bring the third draft of paper #2 to class for Prensky.</p> |
| November 21, Thursday | <ul style="list-style-type: none"> • Christensen and Eyring, <i>The Innovative University</i>, <ul style="list-style-type: none"> ○ Please come to class prepared to discuss Chapters 2 through 19. |
| November 25, Monday | <ul style="list-style-type: none"> • Christensen and Eyring, <i>The Innovative University</i> <ul style="list-style-type: none"> ○ Please come to class prepared to discuss Chapters 20 through 24. |
| November 28, Thursday | Thanksgiving Day break |
| December 2, Monday | <ul style="list-style-type: none"> • Robert Sheets, Stephen Crawford, and Louis Soares, <i>Rethinking Higher Education Business Models: Steps Toward a Disruptive Innovation Approach to Understanding and Improving Higher Education Outcomes</i>, Center for American Progress, March 28, 2012. <p>Please bring three copies of your first “external” draft of paper #3 to class for peer review.</p> |
| December 5, Thursday | Please bring the second draft of paper #3 to class for Prensky. |
| December 13, Friday | I will give my comments on your draft to you by December 13. |
| December 17, Tuesday | Please remember that December 17 is the last date to submit your final draft of Paper #3. |

First paper guidelines

How College Works: Higher Education and American Society First Seminar Program: FSP 121 – 07

Andrew Abbott expresses a very clear point of view about the purpose of higher education in his *Aims of Education Address*. His thesis is that education “is a habit or stance of mind,” and “This ‘education,’ this flash of enlightenment, is the emergence of the habit of looking for new meanings, of seeking out new connections, of investing experience with complexity or extension that makes it richer” And, of course, he strongly rejects some of the commonly presented purposes of higher education.

Your assignment is to write a critical analysis of Abbott’s thesis using insights from Grubb and Lazerson’s view of increasing vocationalism in higher education and Mulholland’s review of the many potential purposes of higher education. As part of your conclusion, you will present your view of Abbott’s thesis. Do you agree with his view of the purpose of higher education? What are your goals for your college education?

Your paper can support his argument or be critical of it. Similarly, I will not judge your purpose in coming to college. That’s because the substantive goal of this paper is to stimulate you to think about the purposes of higher education for students and our broader society—your first step in achieving the course’s substantive learning outcomes.

You will write this paper in several parts and your writing process will comprise several drafts.

- First, you will write a brief summary of Abbott’s essay.
- Then you will write brief summaries of Grubb and Lazerson’s and Mulholland’s articles.
- Finally, you will write the critical analysis of Abbott’s argument that incorporates Grubb and Lazerson’s and Mulholland’s insights and state your view of Abbott’s thesis.

The summaries of the three readings should be very brief—just a page or so—and the final paper should be 5 to 7 pages. Please remember that you should not just copy and paste your individual summaries into your first paper, tack on an introduction and a conclusion, and then submit the mash up to your peer reviewer or me.

Feel free to use your own style and to address the questions that you feel are most important to the arguments in your paper and the chapter. But remember that a good paper begins with a clear statement of your main point(s) and uses good language, grammar, and punctuation to present a rigorous, coherent, and persuasive analysis. Please consult the course syllabus for details about the criteria that I will use for evaluating written work in the course.

Work schedule:

- September 3: Abbott summary to peer reviewers and Prensky
- September 5: Grubb and Lazerson summary to peer reviewers and Prensky
- September 9: Mullholand summary to peer reviewers and Prensky
- September 12: First draft of your complete paper to peer reviewers
- September 16: Second draft of your complete paper to Prensky
- September 26: Third draft of your complete paper to Prensky

Second paper guidelines

How College Works: Higher Education and American Society First Seminar Program: FSP 121 – 07

Higher education in the United States is a very large and complex social institution that comprises some 4,600 degree-granting colleges and universities in America. Some schools are public, others private, and some of the private schools are for-profit. There are about 21 million students attending these colleges and universities to earn certificates, two-year degrees, four-year degrees, or graduate degrees.

In this paper you will compare and contrast another college or university with TCNJ as a way to understand how different institutions of higher education approach the four key higher education issues. Your starting point for the comparison should be the basic characteristics that distinguish the two institutions. You will then analyze how the differences influence the approaches taken by the institutions to address the four key issues. The final paper should be 4 to 6 pages. In addition to the paper, you will prepare an overview of the comparison institution's basic characteristics to distribute to your classmates. We will discuss the choice of institutions, data sources, and research approaches in class.

Here are some questions that can guide your description of the institutions' background characteristics:

1. What is the mission of the institution?
2. What is the institution's strategy for success?
3. Is it public, private nonprofit, or private for-profit?
4. Is it a two-year, four-year, or graduate institution? Does it offer masters degrees? Does it offer doctoral degrees? What is the balance between undergraduate and graduate programs?
5. How large is the institution?
6. Where is the institution located? Urban? Suburban? Rural? In what part of the country?
7. What kinds of degree programs does it offer? Liberal arts? Professional? Vocational?
8. How difficult is it to be admitted to the institution? What is the academic profile of the students?
9. What is the campus culture? For students? For faculty and staff?
10. How diverse is the institution—including such factors as income, class, religion, race, ethnicity, geography?
11. What is the balance between teaching and research?
12. What are the sources of funding for the institution?
13. What is the institution's 4-year graduation rate? 6-year graduation rate? Second-year retention rate? Do the rates vary by student background characteristics?
14. What other measures of success does the institution offer?

Your analysis should reflect the concepts from our class readings and discussions. Remember that a good paper begins with a clear statement of your main point(s) and uses good language, grammar, and punctuation to present a rigorous, coherent, and persuasive analysis. So, don't get tangled up with a detailed description of all of the facts and figures; your focus is the analysis of how basic institutional characteristics influence the approaches to address the four key issues. You can consult the course syllabus for details about the criteria that I will use for evaluating written work in the course.

Work schedule:

- September 23: List of potential comparison institutions to class
- September 30: Choose comparison institution
- October 17: Brief summary of the comparison institution's basic characteristics to class for your classmates
- November 4: First draft of your paper to peer reviewers
- November 7: Second draft of your paper to Prensky
- November 18: Third draft of your paper to Prensky

Final paper guidelines

How College Works: Higher Education and American Society First Seminar Program: FSP 121 – 07

This paper will give you the opportunity to consider the future of higher education in the United States in the context of the four key higher education policy issues that we discuss in this course. The vehicle that you will use to address the issues is a comprehensive analysis of Clayton M. Christensen and Henry J. Eyring's *The Innovative University: Changing the DNA of Higher Education from the Inside Out*. Christensen and Eyring describe the path that led to the current state of higher education and then offer their recommendations about the disruptive innovations that will be necessary for colleges and universities to survive in the rapidly changing environment that they now face.

Please write a 7 to 10 page review of Christensen and Eyring's recommendations that includes:

1. A brief summary of the concept of sustaining and disruptive innovation that is the foundation of their analysis of how higher education arrived at where it is today.
2. A very brief description of their two extended examples of successful institutions of higher education.
3. A brief summary of their recommended disruptive innovations to be adopted by colleges and universities.
4. An extensive critical analysis of their recommendations in light of our course readings and classroom discussions about the four key policy issues in higher education.
 - A. Please pay particular attention to:
 - i. Andrew Delbanco's view of the future of higher education in *College: What It Was, Is, and Should Be*.
 - ii. Jeffrey J. Selingo's view of the future of higher education in *College Unbound: The Future of Higher Education and What It Means for Students*.

Please note that the focus of this review is not a summary of the book, but a critical analysis of Christensen and Eyring's recommendations.

Your analysis should reflect the concepts from our course readings and classroom discussions. Feel free to use your own style and to address the issues that you feel are most important to the arguments in your paper. But remember that a good paper begins with a clear statement of your main point(s) and uses good language, grammar, and punctuation to present a rigorous, coherent, and persuasive analysis. You can consult the course syllabus for details about the criteria that I will use for evaluating written work in the course.

Work schedule:

- December 2: First draft of your complete paper to peer reviewers
- December 5: Second draft of your complete paper to Prensky
- December 17: Third draft of your complete paper to Prensky